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ABSTRACT

This monograph is the fifth official statement by the Committee on Competency/Performance Based Teacher Education (C/PBTE), which performed this study at the request of the American Association of Colleges for Teacher Education. Like earlier statements, this report reflects study of the competency/performance based approach to education personnel development. Through the committee, the Association has provided guidance to member institutions regarding utilization of a perfcrmance based approach to education. The following topics are covered in this report: (1) results of recent surveys; (2) increased emphasis on C/PBTE by funding agencies; (3) areas other than education personnel development that are using the C/PBTE concept; (4) requests for C/PBTE; (6) the need for extension of committee activities; (7) unresolved issues associated with the growth of C/PBTE and similar activities; (8) C/PBTE, measurement, and admission, retention, and certification issues; and (9) new challenges in this field. References on this subject are cited at the end of the report and a list of PBTE publications is appended. (JD)

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FOREWORD

The American Association of Colleges for Teacher Education acknowledges with appreciation the work of its 1976-77 Committee on Performance-Based Teacher Education and the previous committees which have given direction to the PBTE Project since 1970. This 1977 report is the fifth official statement by the committee about PBTE and, like the earlier statements, reflects serious study of the competency/performance-based approach to education personnel development. With the formal termination of the Project, August 31, 1977, this publication is both a final statement of the work of the PBTE Committee to the education community at large and a closing report to the AACTE Board of Directors.

Through the work of this committee and others which have preceded it, the Association has helped to develop a national awareness about the PBTE strategy for improving education personnel development, and to stimulate healthy dialogue about this approach--its promise, its problems, and the issues. Through leadership training institutes sponsored by the committee and through the publications it has developed, AACTE has provided opportunities for colleges and universities to study and explore a performance-based approach to teacher education. In addition, the committee has stimulated interested institutions to experiment with PBTE and provided assistance to those colleges and universities which are already operating PBTE programs to raise the level of quality of their programs. At the suggestion of the committee, AACTE has published a number of significant articles and monographs on the subject. Largely through the initiative of the committee, the Association has taken a position opposing the mandating of PBTE as the only approach to teacher education (June 1973). Through the committee, the Association has provided guidance to member institutions regarding the utilization of a performance-based approach to education personnel development.

It is our belief that this brief final report is a useful summary of the state of the art of C/PBTE in 1977 and that it will provide further assistance to member

institutions, the Association, and the education profession at large in exploring and experimenting with this approach to teacher education.

The Association expresses its appreciation to Dr. Patricia Kay, member of the committee, and Dr. Karl Massanari, Director of the PBTE Project since 1970, for their work in authoring this publication. AACTE also acknowledges with appreciation the role of the National Center for Improvement of Educational Systems (NCIES) of the U.S. Office of Education in the PBTE Project. Its financial support as well as its professional stimulation, particularly that of Allen A. Schmieder, have been major contributions to the committee's work. Recognition is due Shirley Bonneville, Program Associate, and Annette MacKinnon, Technical Editor, for their contributions in the development of this monograph.

Edward C. Pomeroy

Executive Director, AACTE

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I - AACTE'S PBTE PROJECT: 1970-77

Following the development in the late 1960's, of the eight Elementary Education Models, a project funded by the U.S. Office of Education, a number of colleges and universities began to experiment with the implementation of competency/performance-based teacher education programs (C/PBTE). Radically different preparation programs emerged.

In 1970, the American Association of Colleges for Teacher Education received funding from the U.S. Office of Education to conduct a PBTE Project.* A committee was established** and charged with the responsibility to study the many efforts under way to implement C/PBTE programs; the committee was to give direction to these developments so that their potential for improving teacher education, as well as the problems inherent in a C/PBTE approach, would be brought into sharp focus for all who are involved in upgrading teacher education.

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* From 1970-76, the PBTE Project was funded through the Texas Education Agency in conjunction with the Texas Teacher Center Project. During 1976-77, the project was funded through the New York Department of Education in conjunction with the National Commission on Performance-Based Education and the Interstate Certification Project. During 1972-73 and 1975-76 respectively, funding for the project was augmented by Teacher Corps to make possible the sponsorship of a series of seven regional leadership training institutes and the conduct of an inservice education survey.

** The first committee was under the chairmanship of J.W. Maucker, Vice President for Academic Affairs, Kansas State Teachers College, Emporia. Subsequently, Lorrin Kennamer, Dean, College of Education, University of Texas at Austin, and William Drummond, Professor of Education, University of Florida, served as chairmen. Composition of the committee, described in further detail in this monograph, varied from year to year.

During the first five years (1970-75), the project focused primarily on C/PBTE as it related to preservice preparation programs, and since that time as it related to inservice education.

Activities and Achievements

The activities and achievements of the project from 1970 to 1977 are summarized below.

A. Collected and disseminated information about the state of the scene and the state of the art of C/PBTE--

1. Conducted four state-of-the-scene surveys, one in cooperation with the Educational Testing Service

2. Established and maintained a PBTE Information Center consisting of some 1500 documents

3. Cooperated with the ERIC Clearinghouse on Teacher Education by recommending documents for the Resources in Education (RIE) collection

4. Published relevant information about the state of the scene/art of C/PBTE in several of the monographs in the PBTE series and in more than 20 issues of the *AACTE Bulletin* newsletter, which is disseminated to thousands of teacher educators in the U.S.

5. Sponsored PBTE Exhibits at three AACTE Annual Meetings and at numerous other workshops, conferences and meetings

6. Through the PBTE Information Center, distributed more than 5000 information packets about C/PBTE upon request.

B. Stimulated dialogue about issues involved in implementing C/PBTE programs--

1. Sponsored sessions at five AACTE Annual Meetings, including one debate on the issues

2. Published three critiques of C/PBTE developed by project-commissioned authors

3. Provided opportunities for dialogue and debate at all training institutes sponsored by the project.

C. Generated, published, and disseminated pertinent publications about C/PBTE--

1. Publications include (See Appendix A for complete listing):

- Four official Committee statements* consisting of observations, concerns, and recommendations (Monographs #1, #16, #19, and #22)
- Four case studies of C/PBTE programs
- Three critiques of C/PBTE
- Two scenarios of the future of C/PBTE
- One annotated bibliography**

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* The first monograph, Performance-Based Teacher Education: What Is the State of the Art?, is now in its fourth printing. A Resumé of this monograph was developed, and 53,000 copies were disseminated to the education community.

** Published jointly with the ERIC Clearinghouse on Teacher Education.

- One comprehensive state of the scene
- Six monographs treating implementation problems: management, governance, curriculum design, assessment, and relationship to subject matter fields
- One source book of readings*
- Two technical assistance papers
- One monograph treating inservice education and C/PBTE
- One monograph treating higher education's role in inservice education
- One monograph (in process) reviewing process-product research in teacher education
- One major thematic section on PBTE in the Journal of Teacher Education (Fall 1973)
- One mini-thematic section on PBTE in the Journal of Teacher Education (Summer 1976).

D. Assisted in giving direction to the C/PBTE movement--

1. Provided clarification of the C/PBTE concept (see especially monographs #1, #16, and #19)
2. Identified potential strengths and limitations of C/PBTE and called attention to implementation problems
3. Formulated and published recommendations regarding the implementation of C/PBTE

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* Published jointly with the ERIC Clearinghouse on Teacher Education.

4. Recommended that state departments of education should not mandate C/PBTE as the only route to teacher preparation but, rather, should provide opportunities for exploration and experimentation with this approach (See Monograph #16)

5. Provided assistance to professional associations and other agencies in their efforts to study and experiment with C/PBTE*

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* Dr. James B. Hamilton, Program Director, The Center for Vocational Education, The Ohio State University, writes in a letter to the PBTE Committee that:

"The work of the AACTE's Committee has, since 1971, provided very valuable guideline and concept materials for efforts of The Center for Vocational Education, The Ohio State University in the development, testing, and implementation of their performance-based vocational teacher education curricula.

Prior Center research had identified and verified 384 professional competencies essential for vocational teachers. These competencies then served as the basis for development of The Center's comprehensive PBTE curricula consisting of 100 individual modules and implementation materials. The AACTE PBTE series #1 provided essential clarification of the C/PBTE concept for curriculum developers as development, under sponsorship of The National Institute of Education, was carried out by The Center in cooperation with the University of Missouri-Columbia and Oregon State University during 1971-73.

(continued on next page)

6. Recognizing the fact that successful implementation of C/PBTE programs is dependent in part on what research has to say about teacher competence and effectiveness, and that considerable research during recent years has focused on this problem, the project commissioned Dr. Donald Medley, University of Virginia, to review and interpret the results of process-product research in teacher education.*

E. Provided training opportunities about C/PBTE for interested educators--

1. Conducted/sponsored 43 national conferences, regional leadership training institutes, state conferences, workshops, briefing sessions, and sessions at national meetings on C/PBTE (with more than 5000 participants) including:

(continued from previous page)

Subsequent PBTE series publications provided valuable guidance and explication of issues as 18 universities and colleges participated with The Center in the advanced testing of the PBTE curricula. The series further provided a valuable resource to The Center and 35 implementing sites as The Center conducted two National Institutes for PBTE through U.S. Office of Education-EPDA sponsorship.

Throughout the extensive development, testing, and implementation of The Center's PBTE curricula, the timely publications of the AACTE's PBTE series have been used, debated, appreciated, and have certainly helped mold the products of this effort."

* It is anticipated that AACTE will publish these findings in early fall of 1977 (see reference 17).

- Two national conferences, one for PBTE leaders, one for 75 professional organizations and learned societies (50 and 100 participants respectively)

- Six sessions at six AACTE Annual Meetings (participants ranged in number from 100 to 400)

- Three sessions at three conferences for national and state AACTE leaders (participants numbered from 100 to 200 each)

- Fourteen regional leadership training institutes (participants averaged 150 each)

- Three workshops to train PBTE consultants (participants ranged from 75-125)

- Ten one-day conferences in cooperation with 10 AACTE state organizations (participants numbered 100 each on the average)

- Two briefing sessions for USOE personnel (25 and 40 participants respectively)

- Three workshops during Education Week at Chautauqua, N.Y. (participants ranged from 40 to 60).

2. The regional leadership training institutes were designed with a common basic format including a three-tracked program to assist in meeting the needs of three groups: (a) those who wished to be informed about and to explore C/PBTE (b) those who were ready to implement a C/PBTE program, and (c) those who were already implementing such programs. The basic pattern also included such other elements as resource packets for participants, a resource center on C/PBTE, alternative learning and instructional opportunities, inclusion of ad hoc topics to be

selected on the spot according to needs and interests, and program evaluation of participant and institute objectives with feedback to program personnel and participants.

A large majority (80%-90%) of the approximately 2000 participants of the 14 regional institutes evaluated the programs as either helpful or very helpful in meeting their objectives as well as those specified for the institutes.

Special efforts were made, including providing some support for classroom teachers, to ensure that there would be a good mix of professionals participating in the institutes.

F. Provided consultative services for institutions of higher education, state departments of education, and professional organizations and agencies about C/PBTE--

1. The project staff or other persons with expertise about C/PBTE provided consultative services (including speeches) to:

   - representatives from 27 state departments of education
   - more than 30 colleges and universities
   - approximately 20 professional organizations and agencies.

2. In addition, the project staff, in cooperation with other consultants, sponsored extended workshops on C/PBTE for approximately 10 universities and professional organizations.

G. Cooperated with professional organizations, associations, and agencies in sponsoring activities related to the exploration of the potential and problems of implementing C/PBTE programs--

1. Members of the PBTE Committee and/or staff assisted approximately 15 organizations, associations, and agencies to plan for and conduct conferences or specific sessions on C/PBTE.

2. The PBTE Project assisted AACTE's Commission on Multicultural Education in generating a proposal for and conducting the Multicultural Education/CBTE Project funded by Teacher Corps. The result of that project was Multicultural Education through Competency-Based Teacher Education (1), edited by William Hunter, and published by AACTE in 1974.

The PBTE Committees: 1970-77

Particular efforts were made to ensure that the composition of the committees included representation from different sectors of the education community. Serving on AACTE's PBTE Committees during the seven years were 30 different persons, representing institutions of higher education (including deans of colleges of education, academic officers, general education and liberal arts specialists, educational researchers, professors of education, specialists in multicultural education, and directors of existing C/PBTE programs), state departments of education, teacher organizations, school administrators, and teacher education students.

Throughout the seven years, linkages with 15 organizations and agencies interested in C/PBTE were maintained through liaison representation on the PBTE committees. During the course of the project, 21 persons represented the following groups:

- National Center for Improvement of Educational Systems, USOE
- Teacher Corps, USOE
- National Council of States on Inservice Education

- National Teacher Center Network
- Interstate Certification Project
- National Commission on Performance-Based Education at the Educational Testing Service
- Association of Teacher Educators
- Center for Vocational Education, The Ohio State University
- Leadership Training Institute for Educational Personnel Development
- National Institute of Education (NIE)
- Multi-State Consortium on Performance-Based Education
- National Consortium of CBE Centers
- Southern Consortium of Colleges and Universities
- Texas Teacher Center Project
- Task Force '72 on National Program Priorities in Teacher Education

On occasion, and as needed, outside experts were invited to meet with the committee to discuss particular topics and issues.

Representation from these many groups and interests provided a rich mix of ideas and viewpoints about C/PBTE at every committee meeting. It provided a microcosm of the larger education community as a forum for debating issues and exchanging information about C/PBTE as well as other developments related to education personnel development.

II - THE PERCEIVED IMPACT OF C/PBTE

The previous section of this report briefly outlined the history of the AACTE-PBTE Committee and documented the fact that its accomplishments have been both numerous and varied. Perhaps the most intriguing phenomenon that the committee observed over the years has been the development, expansion, adoption, and adaptation of the C/PBTE concept in teacher education institutions, public schools, state education departments, an increasing number of federally sponsored programs, and, in addition, in some programs that have not traditionally been seen as part of the mainstream of the education community. As a final task, it seemed appropriate for the committee to look at the apparent growth of C/PBTE and to attempt to assess its impact and current status.

Just where is C/PBTE now? Some members of the education community contend that enthusiasm for C/PBTE is, if not already dead, at least waning; that it has been, after all, just another fad that has had its heyday; that perhaps the many complex and unresolved issues associated with it have finally done it in. It is certainly true that there is less excitement surrounding C/PBTE than there was when the "newness" of the concept generated many exploratory conferences, debates, mandates (and sometimes their revocation), a "literature explosion," and the development of new programs, projects, materials, and relationships. Similarly, there is little doubt that there are still many unresolved issues and unsolved problems associated with implementing C/PBTE. Those facts may be indications that the C/PBTE concept has been rejected and that the movement is dying or dead. However, they could also be interpreted as indications that the concept has been perceived as useful and that it has become firmly entrenched into the thinking of many who are responsible for education and training. Perhaps the current lack of bustle and clamor regarding competency-based education *as* competency-based education is only the result of its widespread acceptance. People are no longer debating the issues but are buckling down to working on them.

THE CURRENT AACTE-PBTE COMMITTEE FEELS THAT THERE IS A GREAT DEAL OF SUPPORT FOR THE VIEW THAT THE C/PBTE CONCEPT'S POTENTIAL IS STILL SEEN AS VIABLE AND THAT MANY CBTE, CBTE-LIKE, AND CBTE-RELATED ACTIVITIES ARE CONTINUING TO BE AND EVEN INCREASINGLY BEING ENGAGED IN.

The evidence that supports that conclusion ranges from relatively hard data (results of several recent surveys) to fairly soft data (committee members' perceptions of current interest in C/PBTE). The evidence that the committee considered in arriving at its judgment is summarized below.

Results of Recent Surveys

Survey of the States

The growth of performance-based teacher education and/or certification involvement by state departments of education has been documented by a series of three surveys conducted in 1972, 1974, and 1976 (2). Comparison of the results of those surveys leads to several conclusions.

By the end of 1976, a total of 36 states reported involvement in one or another aspect of C/PBTE. Between 1974 and 1976, 14 states had "increased their activity." The changes that took place in those states varied in importance but included such significant activities as increasing the number of teaching areas with competency-based certification (four states), the statewide development of competency statements (three states), and the development of new policies for using C/PBTE requirements in the program approval process (six states).

Four states reported that during that two-year period, there was a decrease in their activities involving performance-based teacher education and/or certification. In only one of those states was there a clear-cut change in the State Board's position that led to a termination of competency-based certification activities. In the other three states where a decrease in activity was noted, that decrease may be attributed more to fiscal problems than to a change in policy direction.

The NCES Study

Results of a recent survey of teacher education institutions that was conducted in 1977 by the National Center for Educational Statistics (3) indicate that approximately half of the nation's teacher education programs had developed and adopted written statements of learning objectives and competencies and that an additional 34 percent were either developing or awaiting approval of such a statement. There also seems to have been a major shift in the basic unit of instruction from the traditional course to smaller units focused more closely on developing specific competencies. Education department heads predicted that by 1978-79 slightly more than half the nation's schools, colleges, and departments of education would be using competencies as the basic unit of instruction. This figure would represent an increase of over 35 percent since 1975-76.

The survey also indicated that over the past nine years, there has been a definite trend toward greater coordination between the concepts employed in methods and foundation courses and the skills demanded in clinical experiences. There was a reported increase in the total number of clock hours devoted to clinical experiences as well.

Other Surveys of Institutions of Higher Education

A comparison of the results of surveys of colleges and universities conducted in 1972 and 1975 shows that there was a marked increase in C/PBTE activities among teacher education institutions during that time. The 1972 study, conducted by AACTE, surveyed 1200 institutions --virtually all of the teacher education institutions in the country (4). The 1975 study, conducted by Douglas Westbrook at the University of North Texas, surveyed the 865 AACTE member institutions (5). Although the studies were not identical, they were similar enough to draw meaningful comparisons.

Between 1972 and 1975, the number of responding institutions that reported operation of limited or

full-scale CBTE programs grew by 35 percent, and there were correspondingly fewer institutions reporting themselves at the exploration and development stage or that were not involved at all. Those results are summarized in Table 1.

TABLE 1. GROWTH OF C/PBTE IN INSTITUTIONS OF HIGHER EDUCATION BETWEEN 1972 AND 1975

Category of Involvement	1972		1975	
	No.	%	No.	%
Operating limited or full-scale CBTE programs	131	17	296	52
Not Involved	228	29	98	17
Exploration/or Development	424	54	176	31
Totals	783	100	570	100

There are also indications of increasing C/PBTE activity at colleges and universities fr[illegible] the survey of the states responses. Although the instrument used in the states survey did not specifically ask for information about colleges and universities, seven states reported that there was increased C/PBTE activity within their teacher education institutions.

Professional Organizations Survey

In 1975, AACTE conducted a survey (6) of 91 professional organizations and learned societies to determine the extent to which they were actively involved in C/PBTE.

Of the 67 organizations responding to the questionnaire, 60 percent were actively involved in some way in C/PBTE activities. Almost half the organizations reported that they had sponsored sessions on C/PBTE at regional or national meetings, a similar number had committees studying the concept, and half also had published or were planning to publish articles on C/PBTE. One-fourth of the organizations reported that they had developed or were developing a position statement on C/PBTE, 30 percent had developed or were developing lists of competencies, and 10 percent were engaged in experimental work in C/PBTE.

Increased Emphasis on C/PBTE by Funding Agencies

The origins of the C/PBTE concept may be traced back to the late 1960's when the Office of Education's Bureau of Research initiated the development of the Elementary Models program. Although the Bureau of Educational Personnel Development has been the Office of Education group most closely associated with C/PBTE, a number of other programs and bureaus have placed increasing emphasis on the concept through their guidelines and funding priorities. Since 1970, for example, Teacher Corps has continuously underscored the importance of CBTE by funding projects whose major thrust has been to establish programs in a competency-based format (7). The Bureau of Education for the Handicapped has sponsored many projects relating to competency-based training for special educators, including at least one statewide project for providing technical assistance to colleges with training programs for education personnel for the handicapped (8). In recent years, Office of Education programs in adult education, vocational education, consumer education, physical education, and career education have affirmed the importance of C/PBTE as a process of education personnel training by including it as an important programmatic element.

Interest in C/PBTE by funding agencies has not been limited to agencies or projects with responsibility only for education personnel training. The National Institute for Education (NIE) has funded programs using competency-

based approaches (i.e., the comprehensive competency-based vocational education curriculum development program at The Center for Vocational Education of The Ohio State University), and also a number of basic research projects that have been aimed toward developing the knowledge base for C/PBTE. C/PBTE has been among national priorities for USOE/EPDA training grants a number of times. The Fund for the Improvement of Postsecondary Education (FIPSE) has maintained C/PBTE as a main program thrust since its inception and in 1976 invested over $2 million in projects using CBTE approaches to training in dentistry, law, medicine, public administration, and liberal arts.

In addition to the increasing emphasis on C/PBTE by governmental agencies, a number of private foundations are sponsoring competency-based activities in education and training. The Kellogg Foundation is currently funding a project for competency-based community education; and the Rockefeller Foundation has sponsored the development of the National Commission on Performance-Based Education, a group whose purpose has been to stimulate the research needed to undergird the definition of teaching competence.

Areas Other Than Education Personnel Development That are Using C/PBTE Concept

There is some evidence that the C/PBTE process, if not the title itself, is increasingly being embraced by those with responsibility for education outside the field of education personnel development. A number of recent and current ventures are focused on the prespecification of performance objectives and assessment based on them.

A National Center for Education Statistics survey found that 29 states are either planning or operating Competency-Based Education (CBE) programs in their elementary and secondary schools (9). Those states account for two-thirds of the public elementary and secondary enrollment in the country. Competency-Based Instruction (CBI) and CBE and other CB-labeled approaches to precollege schooling may have been directly influenced by the C/PBTE movement. Other precollege educational innovations,

Individually Programmed Instruction (IPI), Individually Guided Education (IGE), Programmed Learning According to Needs (PLAN), and Science Curriculum Improvement Study (SCIS), cannot be attributed to C/PBTE activity but do emphasize the same essential elements.

Aside from the CBE and CBE-like activities that are currently occurring in elementary and secondary schools and which the schools themselves have chosen, there are several states that have passed legislation requiring minimal competence demonstration as a requirement for high school graduation. Still other states have introduced accountability systems that stress the definition and assessment of competence in basic skills at various points throughout an individual's schooling.

The adoption of competency-based programs has not been limited to public elementary and secondary schools and departments of education. A variety of such programs exist in institutions of higher education and in other agencies throughout the U. S. (10). At least five liberal arts colleges and two state universities offer competency-based programs in general studies:

- Alverno College, Milwaukee, Wisconsin
- Mars Hill College, Mars Hill, North Carolina
- Oklahoma City University, Oklahoma City, Oklahoma
- Our Lady of the Lake College, San Antonio, Texas
- Sterling College, Sterling, Kansas
- Florida State University, Tallahassee, Florida
- Bowling Green State University, Bowling Green, Ohio

Competency-based programs in the human services are offered at:

- Center for Human Potential, Elgin, Illinois
- College of Human Services, New York, N. Y.
- College of Public and Community Service, University of Massachusetts, Boston, Massachusetts
- Seattle Central Community College, Seattle, Washington

In the area of nontraditional studies, competency-based programs are available at:

- College IV, Grand Valley State Colleges, Allendale, Michigan
- Community College of Vermont, Montpelier, Vermont
- Minnesota Metropolitan State College, St. Paul, Minnesota
- School for New Learning, DePaul University, Chicago, Illinois

Competency-based programs are offered in various disciplines in at least three colleges and universities:

- Central Washington State College, Ellensburg, Washington (Biotechnology)
- Rice University, Houston, Texas (Astronomy)
- Sangamon State University and Illinois Central College, Springfield, Illinois (History)

Such programs for preparation for other professions also have been developed:

- Antioch School of Law, Washington, D. C.
- Case Western Reserve University, Cleveland, Ohio (Ph. D. program in Organizational Behavior)
- Mount Hood Community College, Gresham, Oregon (Nursing)

Trivett (10) notes that the above listing is not a comprehensive one. Many more liberal arts institutions have had an opportunity to explore, develop, and evaluate C/PBTE ideas through Project Change in Liberal Education (CLE) which is funded by Carnegie Corporation and sponsored by the American Association of Community and Junior Colleges, the American Association of State Colleges and Universities, the American Association of University Professors, the Association of American Colleges, and the National Association of State Universities and Land Grant Colleges. The project is an intensive effort to develop and evaluate constructive alternatives to traditional teaching and learning in undergraduate liberal education. Thirty participating institutions have attempted to create those alternative programs and to focus on the issues related

to the process of change in institutions. One of the CLE Network's seven task forces focused on alternative liberal education curricula with special emphasis on interdisciplinary and competency-based education (11).

Further evidence of the interest of the liberal arts community in C/PBTE is exemplified by the FIPSE-supported Competency-Based Undergraduate Education (CUE) Project at Bowling Green State University. The purpose of CUE is to provide assistance to faculty members, at BGSU and elsewhere, in developing curricula aimed at generic competencies (thinking, valuing, communication skills) and their attainment through the liberal arts. A recent pamphlet circulated by CUE documents the availability to the general education community of a series of papers on CBE and liberal education (12).

Requests for C/PBTE Information and Testimony About C/PBTE

There is also evidence of the continuing impact of C/PBTE in the number of requests for information about the concept and in the testimony of those who have been involved with it. Allen Schmieder of the U.S. Office of Education recently stated that the portion of his mail containing inquiries about CBTE continues to run very high. The number of inquiries recently received by technical assistance centers such as the AACTE-PBTE staff, The City University of New York Competency-Based Teacher Education Project, and the Center for Vocational Education at The Ohio State University reflect a continuing high level of interest in C/PBTE. In fact, at least three institutions that have attempted C/PBTE implementation have received so many visitors that they have had to develop special orientation programs for them.

In the past several years, the interest in C/PBTE has spread beyond the United States borders. In 1974, a conference was held in Paris, France to acquaint UNESCO*

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* The United Nations Educational, Scientific and Cultural Organization.

project directors with C/PBTE notions. Since then, requests for assistance have come from institutions in Canada, Europe, Africa, Australia, and several Near East countries. The AACTE-PBTE staff hosts an average of two to three visitors from abroad each month, and a number of people who have been closely associated with C/PBTE development in this country have been invited abroad to provide assistance to institutions contemplating or attempting to implement programs. A recent report of the Early Childhood Services Task Force of Alberta's Department of Education (13) is indicative of the extent of interest in C/PBTE in Canada. That document delineates a competency-based approach for the preparation of teachers and other childhood personnel. A study of the competencies of normal school principals in Turkey (14) is indicative of the kind and extent of C/PBTE interest in other countries.

Recently, several recognized leaders in the field of CBTE were asked to think back over their experiences of the past several years and to respond to the question, "If you had to state what you see as the greatest advantage of CBTE, what would it be?" Their responses were all very similar and pointed to the fact that C/PBTE has stimulated more analytical thinking and planning--that the collaborative specification of outcomes for students has made both instruction and assessment in teacher education more relevant to the job of teaching and, in the process, the goals of programs have become both clearer and more public (15).

Committee Perceptions of the Impact of C/PBTE

BASED ON THE FOREGOING EVIDENCE, THE COMMITTEE CONCLUDES THAT C/PBTE IS FAR FROM DEAD.

It seems rather that the movement is thriving and spreading and expanding to other areas. Educators and, in some cases, the public continue to be interested in exploring and experimenting with competency-based approaches to education personnel development. That interest is evident among state departments of education, colleges and universities, and public schools. There is additional evidence

of continuing and increased interest in competency-based education in elementary and secondary education, in professional training programs other than education, and in general liberal arts education.

> THE USE OF THE CBTE LABEL MAY BE WANING, BUT CERTAIN CHARACTERISTICS OF THE CONCEPT PERSIST: THE CLARIFICATION OF PROGRAM OBJECTIVES; THE COLLECTION OF EVIDENCE THAT PROGRAMS ARE DOING WHAT THEY CLAIM TO BE DOING; THE INDIVIDUALIZATION OF TEACHER EDUCATION PROGRAMS; THE EMPHASIS IN EVALUATION ON ASSESSMENT OF EXPLICIT PROGRAM OBJECTIVES; AND THE INCORPORATION OF "REAL WORLD" EXPERIENCES INTO PROFESSIONAL TRAINING PROGRAMS. THOSE CHARACTERISTICS SEEM TO BE HERE TO STAY FOR SOME TIME TO COME. THE COMMITTEE BELIEVES THAT IT IS THESE CHARACTERISTICS WHICH HOLD PROMISE FOR IMPROVING TEACHER EDUCATION, AND EDUCATION GENERALLY, RATHER THAN WHETHER OR NOT PROGRAMS ARE LABELLED "COMPETENCY- OR PERFORMANCE-BASED."

The committee believes that increased clarity and agreement on what is to be accomplished is largely responsible for the favorable response of participants in currently operating C/PBTE programs. In visiting sites where C/PBTE programs have been operating, committee members have noted an overwhelmingly favorable response by students toward their program. Those programs have generally resulted in increased student-faculty contact hours and, where individualization has occurred, the development of small groups with which students can identify and where they might give and receive assistance in getting through the program. Where C/PBTE programs have been tied in with particular elementary school buildings, there has been great cohesion between public school faculty, college faculty, and students.

The committee speculated on the reasons why the impact of the C/PBTE concept has been so widespread (and hastens to note that no conclusions about cause-effect relationships can or should be drawn between the activities of the committee and the far-reaching effects of C/PBTE). There are several possibilities that may account for this phenomenon. C/PBTE may have received widespread recognition

because of its uniqueness as a strategy for bringing about change, or because it has been seen as a vehicle for increasing the knowledge base of the profession, or simply because of the emphasis on accountability that was prevalent at the time the concept was introduced--an emphasis that continues to gain momentum at the present time in the "back to basics" and "minimal competence" movements.

C/PBTE HAS BEEN RECOGNIZED AS A UNIQUE AND POWERFUL CATALYST FOR FORCING A CLOSE EXAMINATION OF UNDERLYING ASSUMPTIONS ABOUT THE ROLES AND GOALS AND PROCESSES OF EDUCATION IN GENERAL AND EDUCATION PERSONNEL PREPARATION IN PARTICULAR.

The issues brought to the fore are not necessarily unique to C/PBTE. They are issues that have always been around. C/PBTE simply gives a great deal of prominence to them and compels educators to deal with them.

In attempting to relate teacher preparation programs more closely to the schools and the profession, educators have been pushed to C/PBTE to broaden the educational decision-making base; they are investigating alternatives for integrating theory and practice, and are pushed to develop, use, and evaluate new learning experiences, training materials, and management systems. C/PBTE exploration and experimentation has happily caused colleges and universities to be more realistic about what can be accomplished in the small amount of time during which they control the education of trainees. That, in turn, has tended to highlight the requirement for career-long professional development and the related need for close collaboration and coordination between public schools, universities, and the profession to insure continuity of preservice and inservice education.

ABOVE ALL, C/PBTE HAS HIGHLIGHTED THE SERIOUS NEED FOR THE TEACHING PROFESSION TO DEVELOP ADEQUATE ASSESSMENT TECHNIQUES AND TO CONDUCT RESEARCH ON TEACHING COMPETENCE AND TEACHING EFFECTIVENESS.

This the PBTE Committee has asserted from the beginning. C/PBTE has been seen as perhaps the only feasible

vehicle for expanding the knowledge base of the teaching profession. The focus on identification and validation of competencies for teaching has resulted in the beginnings of an interdependence between teacher behavior research and teacher education. Such interdependence has not seemed to occur with any other educational reform movement. Whatever else its impact, the C/PBTE concept (strategy, movement) has acted as a potent catalyst, calling attention to all those issues and aspects of education for teaching.

The unique aspects of C/PBTE as a strategy for change may be responsible for the extensive growth of involvement of educators with competency-based education. Yet that growth may also be attributed to a whole environment for educational reform in which systems approaches, technical planning, evaluation methodology, accountability ventures, and a host of other technological approaches to solving educational problems were (and are) able to flourish. Perhaps the acceptance of C/PBTE for education personnel training reform is only part of the broader adoption of competence standards as the current route for improving education as a national institution. Since the country's schools have been successful in the past 20 years in increasing the proportions of the general population that have passed through them, the only way for education to improve is to shift from a goal of literacy for all to one of *increased* literacy for all by the introduction of higher standards.

> REGARDLESS OF THE REASONS WHY, THE EVIDENCE TENDS TO SUPPORT THE COMMITTEE CONCLUSION THAT MANY MEMBERS OF THE EDUCATION COMMUNITY HAVE EMBRACED THE C/PBTE CONCEPT AND THAT THE GROWTH OF C/PBTE ACTIVITIES IS STILL CONTINUING.

The activities are not always called "competency-based," though frequently they are. There are many new developments in education personnel training, as well as in other areas of education, where there is increasing emphasis on the definition of, training for, and assessment of role-related performance standards. That growth, coupled with the unresolved issues attending C/PBTE, has implications for teacher educators which are the focus of the next section of this report.

III - UNRESOLVED ISSUES

The AACTE-PBTE Committee completes its current task with a sense of accomplishment (Section I), a 1977 assessment of the growth and impact of C/PBTE (Section II), and a legacy of unfinished business, pending problems, and new challenges that need attention. The committee foresees many C/PBTE-related, unresolved issues that the teacher education community will need to come to grips with in the next several years. The issues have arisen out of the committee's special purposes and activities, the growth and impact of C/PBTE, and what the committee views as near-future educational trends and concerns.

Need for Extension of Committee Activities

Monitoring of C/PBTE

In pursuing its original purpose as mandated by the AACTE Board of Directors to serve as students of PBTE and the PBTE movement, the committee has consistently attempted to keep in touch with C/PBTE developments, to study them, and to communicate its conclusions and concerns to the larger education community.

THE COMMITTEE SEES NO DIMINUTION IN THE NEED TO CONDUCT SUCH MONITORING ACTIVITIES.

There is still much to be learned from the explorations and experimentations with the concept that are continuing around the country. The AACTE publication From Commitment to Practice (16), which documents the Oregon College of Education involvement with C/PBTE, gives one example of how C/PBTE affects and is affected by an institution. Other examples are needed to continue to seek answers to these questions:

- What lessons have been learned from the experimental C/PBTE programs that might benefit teacher educators in their search

for more effective programs?

- What kinds of decisions are being made about continuity in experimental C/PBTE programs, and on what basis are those decisions being made?

- How do the lessons learned from C/PBTE relate to newer ventures in educational reform such as teacher centers and Public Law 94-142 regarding the education of the handicapped?

- What has been learned from C/PBTE that can be helpful, and how can it be helpful in formulating new policies and directions for teacher education?

C/PBTE Research-Related Activities

The committee, and, indeed, most teacher educators who have been involved with C/PBTE, very early on recognized the necessity for closer links between teacher education and research on teaching. Still, it has only been recently that the committee itself has attempted to facilitate that coordination through commissioning Dr. Donald M. Medley to write Teacher Competence and Teacher Effectiveness: A Review of Process-Product Research (17).

THE COMMITTEE FEELS THAT THERE IS A MOST PRESSING NEED TO CONTINUE ACTIVITIES FACILITATING LIAISON BETWEEN THE WORK OF TEACHER EDUCATION PRACTITIONERS AND RESEARCHERS.

The ties between the two groups must be strengthened not only for the successful implementation of C/PBTE but, more importantly, to establish education for the profession on a firm theoretical and empirical foundation directed toward improved instruction in schools.

Even though there has been increasing attention to research on teacher effectiveness in recent years, there is still, as Dr. Medley's review ably demonstrates, a great deal to be done. It is not feasible--financially, practically, politically, or conceptually--to expect the task to be accomplished by researchers working in isolation from teacher educators or the profession itself. Neither can the knowledge generated by the research community be expected to find its way into the profession without the deliberate and united efforts of all concerned.

The committee sees two kinds of activities as appropriate follow-up to publication of the review. First, there must be periodic comprehensive reviews of research on teaching effectiveness that are addressed specifically to the practitioners of the teacher education community. Second, all teacher education constituencies should study the available results to glean the implications for their own activities and programs. Such study opportunities should be provided perhaps through conferences and workshops or the commissioning and distribution of papers.

Unresolved Issues Associated with the Growth of C/PBTE and C/PBTE-Like Activities

The PBTE Committee has issued several previous statements that have contained critical observations about C/PBTE, many of which continue to be of concern. None of the observations is particularly unique to C/PBTE; instead, they represent observations regarding the status of teacher education generally. The study of and experimentation with C/PBTE, coupled with more recent developments in training for the education profession, has made several of these issues both highly visible and critically in need of attention.

C/PBTE, Collaboration, and Inservice Education

C/PBTE undertakings have enlarged the scope of the decision-making base for education personnel development and have pointed most emphatically to the need for each group with a stake in teacher education to be represented

in a shared decision-making process. Yet, there are still unresolved problems regarding collaboration in teacher education. The shift in emphasis from preservice to in-service education (including the enactment of teacher center legislation) has, if anything, accentuated the necessity for developing and studying alternative models of collaboration.

A number of collaborative efforts are now underway. Some have been initiated by teacher organizations, some by local education authorities, some by institutions of higher education. Some of those ventures were given impetus by state mandates, others by funding regulations, and still others by the recognition of the potential advantages of successful collaboration.

THE COMMITTEE FEELS STRONGLY THAT SOME GROUP OR AGENCY SHOULD MONITOR FOR THE PROFESSION THE DEVELOPMENT OF ALTERNATIVE COLLABORATIVE MODELS, EVALUATE THEM, AND ATTEMPT TO MAKE SENSE OUT OF THE MANY VARIETIES OF THEM.

Admittedly, all the groups concerned recognize and talk about the need for more involvement in professional development. The lack of systematic study of collaborative models, however, leaves many unanswered questions about how to bring about that involvement effectively. Basic questions that still need addressing are:

- What are the varying roles of each constituent for different kinds of decisions?
- Who shall control teacher education--both at the preservice and inservice levels?
- Whose responsibility is it to finance the professional development of teachers?
- What mechanisms and arrangements can be devised that make the collaboration of all groups feasible?

C/PBTE, Measurement, and Admission, Retention, and Certification Issues

The lack of adequate, valid, and reliable measurement procedures and instruments continues to plague both C/PBTE developers and the larger profession. The committee is concerned with the mounting legal and measurement problems that are associated with admission to and retention in teacher education programs and with the lack of resolution of issues arising out of competency-based certification. Owing primarily to the unresolved measurement issues, the exchange of competency-based certification information among states has not progressed very far in recent years. The problem is complicated by the fact that official transcripts from colleges do not indicate whether or not a particular graduate's program was competency-based or what particular competencies a graduate possesses.

Teacher educators have made no secret of the fact that the measurement problems associated with assessing competency have been their thorniest issue and greatest stumbling block. In spite of this, however, there seems to be an increasing trend across the country toward the testing of teachers--for admission and retention in programs as well as for certification and recertification.

THE COMMITTEE FEELS STRONGLY THAT IF THE PROFESSION CANNOT ADEQUATELY MEASURE STUDENTS' COMPETENCY ACQUISITION AFTER TAKING A PROGRAM THAT IS AIMED TOWARD DEVELOPING SPECIFIED SKILLS, THEN THERE IS LITTLE LIKELIHOOD THAT RELIABLE AND VALID ASSESSMENT CAN TAKE PLACE FOR PROGRAM ADMISSION PURPOSES.

The committee recommends that the teacher education community meet these measurement problems head on before acquiring more of the same. The development of the necessary measurement procedures and instruments, as the committee has pointed out in the past, would be another valuable outcome of increased teacher behavior research aimed toward the validation of specific teaching competencies.

However, teacher education institutions can not and should not wait for the measurement and research communities to define the criteria by which good teaching and good teacher education is judged. They should be much more heavily involved than they presently are in defining and developing evidence-collecting procedures of all kinds. Initial attempts to design new kinds of quality control checks may be primitive and crude, but there is value in using interim results while improving the measures. The profession seems to be afraid of putting its confidence in anything that has not received the imprimatur of "hard core" researchers; that is unfortunate because it tends to stifle the creativity of practitioners in an area where it is sorely needed.

CBE, CBI, and Minimal Competency Legislation

The adoption and/or adaptation of the C/PBTE concept for elementary and secondary education, as manifested in CBE and CBI and in the trend toward mandates for minimal competence demonstrations as a requirement for high school graduation, may have some of the same immediate benefits for precollege schooling that C/PBTE has had for teacher education. These movements may certainly increase the public knowledge of the goals and accomplishments of schools. That development is also fraught with the same dangers and pitfalls that are present for competency-based education for teachers--specifically, goal definition and measurement problems. The committee feels that it is important for the education community to realize, however, that competency-based education for teachers and competency-based education for elementary and secondary students do *not* share the same ultimate promise. CBTE has been seen as a vehicle for improving the knowledge base of a profession; a promise that simply has no analogy for elementary and secondary education, nor, for that matter, general liberal arts education. Teacher educators, particularly those who have been involved with C/PBTE, need to keep that distinction in mind as they follow these developments to search for implications for the future of teacher education.

New Challenges

In studying the C/PBTE concept and movement, the committee, of necessity, has had to study the condition of teacher education more generally and would be remiss if it did not communicate some of its observations and concerns for the future of the enterprise. Many recent developments in education for the profession have pointed to new roles for higher education in the near future. Teacher education institutions must be prepared to cope with those new roles and responsibilities if they are to survive as viable and vital institutions; they must increase their activities aimed toward influencing the future of education and their part in it.

New Roles for Higher Education

C/PBTE has already engaged teacher education in new roles through its emphasis on collaboration and research and through its "real world" orientation. More recently, legislation has been passed at both the federal and state levels that has implications for still newer higher education roles; these moves require the sustained attention of the teacher education community.

Public Law 94-142 regarding the education of the handicapped contains many implications for the content and conduct of all teacher education programs in the future, particularly in relation to its emphasis on cooperatively designed programs of study for individual pupils. The teacher center legislation authorizes the expenditure of large sums of federal monies for local school districts to conduct their own inservice and professional development programs under the direction of teacher-controlled policy boards. The vocational education act is another example of recent federal legislation that represents a substantial change in policy concerning who shall conduct the training of education professionals, in that states have been vested with much more authority for the conduct of training.

The individual states are increasingly mandating closer associations of the colleges with public schools

and their curricula, and the states are increasingly taking the leadership to develop comprehensive statewide plans for professional development.

THE COMMITTEE SEES THE DEFINITION OF EMERGING ROLES FOR COLLEGE OF EDUCATION FACULTY AS A MAJOR TASK THAT THE TEACHER EDUCATION COMMUNITY SHOULD INVOLVE ITSELF IN.

Not only must colleges be aware of new developments and their implications for new roles, they must also be providing input into the processes leading to those developments.

Communication and Liaison

THE COMMITTEE FEELS THAT IN ORDER TO MEET THE FUTURE SUCCESSFULLY, TEACHER EDUCATORS MUST BECOME MORE ADEPT AT COMMUNICATING THEIR CONCERNS, WITH THE VIEW TOWARD INFLUENCING THE DECISION-MAKING PROCESS AT ALL LEVELS.

To do that, the profession will need to study the role of colleges of education as they relate to all levels of educational decision making: federal, state, district, school, and classroom. Most college of education efforts have, in the past, been related to the school district level; and, until recently, most teacher education association efforts have been aimed toward the federal level. Yet, legislative policy decisions are increasingly being made at the state level; research indicates that the best chance for positive change occurs when there are important decisions made at the school building level; individual classroom teachers' decisions have the most direct effect on learning, and the school is where the greatest portion of teachers' professional development takes place.

Teacher educators also need to develop new sources for keeping new and current political liaisons with other

organizations both within and out of the education field. Because important decisions about educational policy are increasingly being made at the state level, liaison needs to be more firmly established with such organizations as the National Council of State Governments and the individual state legislatures. Within the professional education organizations, intensification of the trend toward specialization may contribute to growth of knowledge in the field; yet it can lead to fragmentation. This specialization should be tempered by establishing increased communication channels if the profession is to capitalize on its many strengths and to speak with a powerful voice.

Staff Development

The committee has previously observed the need for both college-based and school-based faculty members to be involved in well-planned staff development activities. As new roles and working contexts for faculty members continue to emerge, staff development will assume an even more crucial position in the future of teacher education institutions.

Change in faculty roles not only implies that colleges of education will have to look more closely at staff development activities and policies but will also have to reexamine and revise policies regarding faculty load assignments and rewards.

In the coming year, AACTE will undertake a project aimed toward ultimately providing college-level staff development activities. In cooperation with Teacher Corps, the Association will seek to identify and analyze higher education staff development needs through a series of workshops involving teacher educators, teacher education administrators, school personnel, state department of education personnel, and other concerned persons. The committee feels that this venture is only a small beginning to what must become a priority effort for both teacher education institutions and associations.

A Final Word

The extensive growth and impact of C/PBTE, coupled with the rapidly changing scene of education in general, has brought a kind of future shock to the teacher education establishment. Each succeeding innovation or development seems to spotlight more than the last the need for teacher education institutions to come to grips with the basic issues of the profession. The current host of problems may be viewed with trepidation and fear for the future of teacher education institutions, or they may be embraced with a sense of excitement and purpose for redefining and clarifying the role of higher education and strengthening its commitment to excellence in education personnel development.

IN THIS, ITS FINAL REPORT, THE AACTE-PBTE COMMITTEE HAS, AS IT HAS IN THE PAST, CALLED ATTENTION TO THE MYRIAD OF UNSOLVED PROBLEMS AND UNRESOLVED ISSUES IN TEACHER EDUCATION. THAT DOES NOT MEAN THAT THE COMMITTEE SEES THE FUTURE AS BLEAK. RATHER, THE COMMITTEE VIEWS THE PROBLEMS THAT ARE CURRENTLY IN NEED OF ATTENTION AS CHALLENGES THAT MUST BE MET BY THE COMPETENCE AND CREATIVITY OF THE EDUCATION PROFESSION, PARTICULARLY BY TEACHER EDUCATION INSTITUTIONS AND PROFESSIONAL ASSOCIATIONS. THE COMMITTEE LOOKS TO THE FUTURE WITH A SENSE OF EXCITEMENT AND PURPOSE.

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